

# Mental Health and Behaviour Disorders

Supporting teachers to cater for the needs of students with specific needs in mainstream classes

Learning and Support Teacher Conference  
6 September 2012

# Today's session

- \* Explore Oppositional Defiance Disorder **ODD**, Attention Deficit Hyperactivity Disorder **ADHD**, Conduct Disorder **CD**, Post Traumatic Stress **PTSD** and other anxiety disorders
- \* Look at **nature** of disorder, **impacts** on learning and teaching **strategies**, **individualised accommodations and adjustments**
- \* We will see that many of these strategies **overlap** and are also good practise that support the learning of all students

# Disability Discrimination Act

- \* The DDA makes it unlawful for an education authority to discriminate against someone because of their disability
- \* Students with a disability have the right to an education on ***the same basis*** as students without a disability
- \* It is the responsibility of every teacher to make ***reasonable adjustments*** for individual students with a disability
- \* Disability includes those students with ***a behavioural difficulty or mental health diagnosis***
- \* We are obligated to make adjustments to enable students to access and participate in learning on the same basis as their peers without a disability

# Teaching strategies

- \* Watch this short video clip

[http://www.dailymotion.com/video/x65anx\\_teaching-with-bayley-praise-and-pre\\_school](http://www.dailymotion.com/video/x65anx_teaching-with-bayley-praise-and-pre_school)  
<http://www.proteachersvideo.com/Programme/1409/praise-preparation>

- \* As you watch the video look for examples of each of the behaviour strategies listed and make of note of them.

## Video: Teaching with Bayley – Praise & Preparation

Behaviour expert John Bayley interviews a teacher who has independently developed her own style of behaviour management. Amy's pedagogical techniques include a system of praise. She advocates constant praise, saying, 'I'm using less energy by focusing on the positive'.

### STRATEGIES

- Planned lesson
- Information on board prior to students entering
- Greet students at the door
- Explicit instructions
- Smile and welcoming manner
- Knows and uses students names
- Routines evident
- Clear expectations
- Safe learning environment
- Well organised
- Reward hierarchy
- Visual reinforcement of lesson
- Understanding of students needs
- Differentiation
- Predictable environment
- Inclusive classroom
- High expectations

# What is a 'Mental Health Disorder?'

- \* A mental health disorder causes mild to severe disturbances in thinking, perception and behaviour.
- \* If these disturbances significantly impair a person's ability to cope with life's ordinary demands and routines, then he or she should seek treatment with a mental health professional.
- \* Some mental health disorders are believed to have biological causes, but some are caused by a person's environment and experiences. Often there is a combination of risk factors including biological and environmental.

# How do you get a diagnosis?

## Example - Oppositional Defiant Disorder

From Diagnostic and Statistical Manual of Mental Disorders IV (V coming soon)

**A. A pattern of negativistic, hostile, and defiant behaviour lasting at least 6 months, during which four (or more) of the following are present:**

- \* (1) often loses temper
- \* (2) often argues with adults
- \* (3) often actively defies or refuses to comply with adults' requests or rules
- \* (4) often deliberately annoys people
- \* (5) often blames others for his or her mistakes or misbehaviour
- \* (6) is often touchy or easily annoyed by others
- \* (7) is often angry and resentful
- \* (8) is often spiteful or vindictive

**B. The disturbance in behaviour causes clinically significant impairment in social, academic, or occupational functioning.**

**C. The behaviours do not occur exclusively during the course of a Psychotic or Mood Disorder.**

**D. Criteria are not met for Conduct Disorder, and, if the individual is age 18 years or older, criteria are not met for Antisocial Personality Disorder.**

# School counsellors

## Disability Confirmation Sheet

### The 'Dis Con'

- \* This is for use within the DEC only
  - \* Usually developed in consultation with clinical psychologist / paediatrician/ psychiatrist
  - \* District Guidance Officer must 'sign off'
  - \* Can also be given from in house assessments – cognitive, behavioural etc. under certain circumstances e.g. for mild intellectual disability
- 
- \* MH1 – Mental Health - internalising
  - \* MH2 – Mental Health - externalising
  - \* MH3 – Mental health - combination of internalising and externalising
  - \* Annual reviews with DGO – LaSTs may be a part of this review process



# Activity

- \* Your group has a pack of cards with adjustments and accommodations on each

**Discuss - Is it a specific accommodation / adjustment or an effective teaching strategy that would benefit all students?**

Place the accommodation / adjustment on the relevant poster.

Place on the relevant square if you feel it is appropriate to a particular diagnosis

## ODD / CD

Angry, disrespectful of authority, Inattentive, impulsive, aggressive, negative, hostile, oppositional, unsafe and violent.

## Anxiety

Nervousness, irritable, panicky, angry, over excited, perfectionist, avoidance of stressful or fearful situations, worries, catastrophic thoughts.

# Characteristics

## ADHD

Low tolerance to frustration, risk taking, poor working memory, lack of foresight and hindsight, poor organisational skills, difficulty filtering and paying attention.

## Depression / PTSD

Moody, irritable, high anxiety, apathetic, obsessive thoughts, sleeplessness, poor attendance, risk taking, difficulty concentrating, loss of interest or motivation.

ODD / CD

Anxiety

Effective teaching  
for all

ADHD

Depression /  
PTSD

ODD / CD

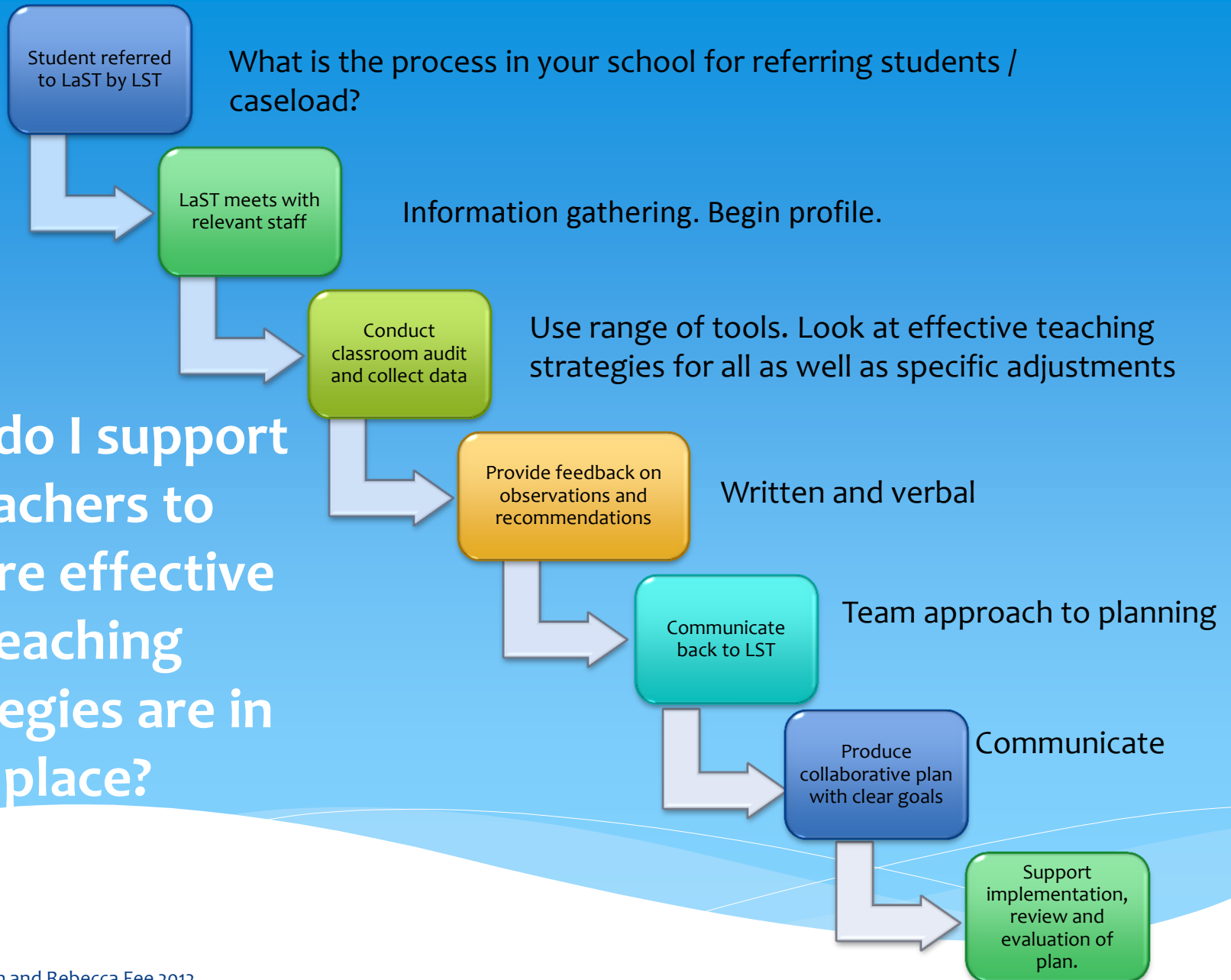
Anxiety

Specific adjustments  
and accommodations

ADHD

Depression / PTSD

# How do I support teachers to ensure effective teaching strategies are in place?



# Where can I get support?

- \* Plan collaboratively with Learning Support Team and families
- \* Seek support from local LaST teachers with behaviour backgrounds - network
- \* Seek support from Regional LaST teachers and APs – phone / email / consult
- \* Seek professional learning:
  - \* Online behaviour training  
16 October, 13 November, TBC December – St Peters
  - \* NCI training (Short Intro course – 1 day)  
11 September - Bondi, 21 October - Miranda, 19 November - St Peters

# Questions?